

Athersley South Primary School

Behaviour Policy

(January 2019)



..... January 2019
Signed - Head Teacher

..... January 2019
Signed - Chair of Governors

Behaviour Policy Aims

At Athersley South Primary School it is our overall aim to encourage self-discipline, positive behaviour and mutual respect for all. Successfully working towards these goals will enable us to build a school where children, staff and parents have respect for each other and the environment in which they work.

We believe this can be achieved by -:

- i) Having high expectations at all times;
- ii) Raising levels of self-esteem through a variety of positive strategies;
- iii) Encouraging working together;
- iv) Praising and rewarding appropriate behaviour;
- v) Promoting caring attitudes towards others;
- vi) Providing a stimulating curriculum and learning environment for all children.

Behaviour Expectations

We expect the following behaviours from everyone at Athersley South, both in school and on external visits as appropriate -:

- + All children to arrive in school punctually, appropriately dressed in school colours, clean and ready for a full day's work.
- + That, at all times, everyone in our school will act with courtesy and consideration for others. To reply when spoken to and respond in an appropriate manner.
- + That everyone shows respect for other people, for their belongings and towards the school premises and equipment.
- + The language used by anyone on the school premises, indoor and out, to be of a standard which we consider to be acceptable eg. no swearing, no racist comments, non-threatening.
- + Everyone to support others through praise and encouragement.
- + Whilst moving round the school we expect our children to be smart, sensible and silent.

Ways of Rewarding Positive Behaviour and Attitudes

- Oral praise from all adults in school.
- Positive written comments on work in line with school policy - praising achievements and setting SMART targets.
- Examples of children's learning effectively displayed in rooms and corridors in a variety of exciting forms.

- Examples of good learning shown to the Headteacher/Deputy Headteacher and other staff, and where appropriate, put on the school website on our Praise Page and/or class pages.
- Learner of the Week Awards for Foundation Stage, KS1 and KS2 Children - During whole school assembly (F2/KS1/2) one child (may be more if deemed appropriate) from each class will be awarded a special achievement certificate for success. The parents of the children receiving the award are invited to join us. Photographs of the children appear on our website on the Praise Page. Learners of the Week are then invited to sit on the 'Top Table'. The children have their Friday lunch on a special table in the dining room with a senior member of staff. The children who are already in the dining room welcome the Top Table children in for lunch with a round of applause.
- Class of the Week Trophy – FS2/KS1 and KS2 - Every week in whole school assembly; two classes (one from FS2/KS1 and KS2) are selected for the quality of their learning, behaviour and overall attitude in the classroom and around school. They will receive a trophy to be displayed in their classroom and the photograph is posted on the website. The class chosen will also receive a £5 'reward' that can be spent or 'banked' for later in the year.
- Success Stones are our whole school reward system. Every child in FS2, KS1 and KS2 is in one of four teams – Eagles, Hawks, Falcons or Vultures. These team names originated from a whole school competition. Family members are placed in the same team by the office staff. New arrivals in school are placed in a team in the same way. Children will stay in the same team throughout their time at our school to build and foster the team identity. All school staff and governors with the exception of the Headteacher are also in the four teams. Teams have a captain from Y6 decided after an application process. Teams meet on an agreed basis and will compete together in sports events, competitions and various challenges throughout the school year.
Children earn success stones for their team by demonstrating great learning, positive behaviour and attitudes etc. It is at the discretion of the class teacher or LSA how many stones are awarded. Success stones, once awarded, are placed in a class jar. Once awarded, they cannot be removed.
At the end of the week the success stones from all classes are collected and weighed by the staff team who are managing the system. The weight is then multiplied by 10 to give a weekly total. In whole school assembly the weekly scores are read out and team captains pour the stones into their master jar. The cumulative totals are then announced and discussed. The master jars are kept in the school office area so the children and visitors can see them as they pass. At the end of each term the winning team is awarded with a prize in school e.g. entertainer, bowling trip.

The Roles of 'Trusted Children'

It is important to encourage all children to play their part in ensuring a positive, happy atmosphere in school. Giving children in each class responsibilities can promote this as can giving older children the opportunity to volunteer as:

- Monitors - named children who can support teachers and SMSA's on indoor duty monitoring corridors, cloakrooms, toilets, filling water jugs at lunchtime in the dining room etc and offering support to children who need it.
- Office Helpers - named children who support office staff with registers, dinner boxes etc
- Young Leaders – Twenty children in Y6 who have completed the Young Leaders programme and who support children playing games on the playground.

The General Roles Of Teaching and Non-Teaching Staff in Supporting and Encouraging Positive Behaviour

Having high expectations of every child and a consistent approach is essential to the success of our behaviour management systems.

- For safety reasons children must be escorted from the building at break, lunchtime and home time. No child must be left unsupervised unless they are in the category of Trusted Children.
- Staff should be on the corridors on a morning to welcome the children, at break and lunchtimes as above and at home time to ensure the children leave the building safely. All exit doors should be shut after the children arrive and have left the building.
- Children are expected to follow the corridor code 'smart, silent, sensible' when moving around school.
- Staff must be punctual arriving on the yard when on duty, when collecting classes from the yard and from assembly. If you expect to be delayed then arrangements must be made with a colleague to 'cover' your class. This is essential to maximise learning time.
- LSA's on playground duty should leave their classrooms 5 minutes before break starts and be on the corridor and playground to receive the children.
- Senior staff to be responsible for indoor corridor duty and children sent to the Thinking Room.
- All senior members of staff to be available if necessary every lunchtime to support SMSA's.
- At the start of the school year each class should work together highlighting the importance of our behaviour code. This should be on going throughout the year.

The Role of the Pupil Learning Mentor

The Pupil Learning Mentor is a distinctive role supporting children with a wide variety of needs throughout school. The post holder is available to work with children either individually or in groups on a regular basis or when issues arise, and will also be on the playground at break times and lunch times to further support children. An important element of this role is liaison with others in school, class teachers and Leaders of Learning and also involving parents as appropriate. The post holder will provide a weekly update of children and groups being worked with to keep senior staff informed. This is overseen by the Headteacher.

School Sanctions

The selection of an appropriate sanction requires both sensitivity and skill on the part of the member of staff. It is essential to relate the sanction to the type and seriousness of the offence and to the context in which the offence occurred.

It is vital that the child understands why they are being punished – arbitrary sanctions breed resentment and, in the long run, exacerbate the problem.

Consistency is vital. The sanction should be as close in time to the offence as is practicable.

Once the sanction has been applied the teacher should always seek to restore the relationship – punishment is the price which, when paid, allows the child to start afresh.

‘Children have a right to learn’

Records of unacceptable behaviour must be recorded on CPOMS (see Appendix for information on how to do this) by class teachers and conversations with Parents/Carers noted. This will be overseen by senior staff. In addition, children who miss their break and spend time in the ‘Thinking Room’ will be recorded on SIMS.net by the senior member of staff present that day.

In order to support our management of unacceptable behaviour we have developed the following guidance for all staff -:

- Oral warning from the teacher or other adult in the classroom / corridor / playground etc.
- Time out of an activity (not out of the classroom unless the child has been sent to a colleague to provide respite on a previously agreed basis). Children kept in at break by the class teacher must be supervised at all times. All work missed by time out etc must be made up in the child’s own time.
- If the teacher feels the need to keep the whole class in for general issues, it is his/her responsibility to manage this. Senior staff are available to support if required. This should only happen in exceptional circumstances.
- Sent to a senior member of staff in the ‘Thinking Room’ at break time for 15 minutes. By discussing the incident with the senior member of staff the child will have time to think about their behaviour and the affect it had on their learning and the learning of the children around them and/or their own safety and the safety of the others. The child must be escorted to the room by a teacher, LSA or other adult. A record will be kept of child’s name and the reason for being kept in. If a child is sent to the ‘Thinking Room’ on more than 3 occasions in any half term period a senior member of staff will discuss the concerns around the child with the class teacher – see the ‘managing persistent inappropriate behaviour’ section below.
- Children to be kept in for any part of the lunch break will be at the discretion of senior staff.
- In EYFS the time out system is used for all children based on 1 minute for each year of their life eg. 3 minutes for a 3 year old etc. During time out they will be removed from the play area to sit quietly in the ‘Thinking Area’. Staff will explain to the child why they have been taken away from the play area. This system will be used consistently by all staff. In situations where children are not working at age related levels, they will be distracted from any situation which the staff feel is a problem and be supported to join in more appropriate activities.
- Keeping parents informed if issues are developing is essential. A call should be made by either the class teacher or appropriate senior member of staff. Professional judgement should be used.

Managing Persistent Inappropriate Behaviour

1. Initially there will be verbal contact, ideally face to face or via a phone call, between the class teacher / Leader of Learning /Headteacher and parent outlining concerns (which must be clearly identifiable and recorded on CPOMS), explaining what strategies have been put in place to support the child and whether the parent knows of any possible reason for this behaviour.
Working in partnership with parents and families is an essential part of the process. The Parent Support Adviser and or Learning Mentor may be included as part of the process and the following stages.
2. If the inappropriate behaviour continues then the parent to be contacted by the Leader of Learning / class teacher outlining continued lack of improvement since the informal discussion. A formal meeting to be requested with outcomes recorded. At the meeting, measurable targets are to be set to support improvement and a timescale agreed for a review meeting. At this point a number of strategies could be implemented. Below are three examples but depending upon the kind of inappropriate behaviour, others may be used.
 - A Behaviour Timetable - The child should be present at the target setting stage. A challenging but achievable target/s should be recorded on the appropriate KS1 or KS2 behaviour timetable sheet. At the end of every session the child to be asked by the teacher/LSA to reflect on their behaviour. If they have achieved their target/s a dot is added. X number of dots per day for the period up to review equals an individual sticker or team success stone. The timetable should be personalised by the child to give ownership. Children usually respond positively to praise. A child who persistently demonstrates inappropriate behaviour will often only focus on being reprimanded and not on being praised. By having a visual record of their behaviour they can see when they have been successful and as a result there is usually a marked improvement in behaviour.
 - A Home/School Book - Every day the member of staff who has been working with the child briefly records how they have behaved throughout the day and the parent records how they have behaved at home. This encourages a partnership and often when the child can see that school and home are working together, the inappropriate behaviour diminishes. By including examples of positive behaviour both the parent and teacher can praise the child and this helps to build self-esteem.
 - Working with the Pupil Learning Mentor – This may be in a small group or as a one to one. Sessions take place on a weekly basis and what happens in the sessions will depend upon the needs of the individual. It may include self-esteem raising activities, activities that encourage children to discuss how and why they should behave in particular situations and also strategies to deal with anger.
3. If, after implementing a number of strategies, the child's behaviour does not improve to an acceptable level, then support from outside agencies would be requested if appropriate.
4. In exceptional cases exclusion from school for a given number of days may be necessary. Decisions on this sanction are in the hands of the senior staff.

Clearly throughout the process of supporting a child in improving and modifying their behaviour and attitude professional judgement remains vital. Staff will need to make appropriate decisions relating to which stage a child should be placed on depending upon the offence and circumstances surrounding each individual.

Lunchtimes

It is vital that lunchtime is seen to be no different from the rest of the school day and that our SMSA's are valued as important members of the staff team. Two way communication between teaching staff and SMSA's is therefore crucial to ensure we achieve this.

- SMSA's should be informed by class teachers of problems that have occurred during the morning with individual children if it is considered this could impact on lunchtime.
- If a child is being kept in at lunchtime it is the responsibility of the senior member of staff concerned to inform SMSA's.
- SMSA's to be encouraged to award stickers to children displaying positive / caring behaviour etc.
- SMSA's to be attached to specific classes with the opportunity of working with children where appropriate.
- SMSA's to keep class teachers informed re. misbehaviour incidents through the lunchtime.
- Clear plans must be in place to manage the children during indoor lunchtimes. Using Peer Supporters and Trusted Helpers is to be encouraged.

Bullying – (threatening behaviour, harassment, violence or intimidation)

See our anti bullying policy.

Appendix

Adding behaviour information about individual children to CPOMS

1. Double click on the CPOMS icon on the desktop.
2. Enter your username and password – click Login
3. Click 'Login without Two Factor Authentication'
4. Click 'Add Incident' which brings up an incident record sheet. Begin typing the child's name who you are logging an incident about and click on their name.
5. Record details of the incident in the 'Incident' box. Click on the relevant category e.g. 'behaviour' and 'Parental Communication'. If a child is CIN, CP or has an EHA, these category boxes should also be ticked.

6. Where appropriate type in the names of 'linked students', this may be family members or another child/children involved in the incident (the incident does not then need to be recorded more than one as it will appear on the timeline of any child who has been logged)
7. If there are any injuries as a result of the incident these should be recorded on the body map.
8. The date and time should be identified. Remember to put the time of the incident otherwise it will default to the time that the incident was recorded. This can cause confusion later on the time line.
9. The necessary staff members should be alerted via the 'Alert Staff Members' tab.
10. Where appropriate, agencies involved with the child should also be 'tagged' via the 'Select Agencies' icon. When clicked, a drop down box showing a range of agencies that may need to be tagged.
11. Finally, click 'Add Incident'. This will log the incident and alert the necessary staff members.
12. If there is any further information to add to the incident after the point at which it is recorded e.g. the outcome of a meeting with a parent, a discussion with the SENDCO, a colleague or agency is involved in some way, return to the incident and click 'Add Action', completing the form in the same way as detailed above.

Adding behaviour information about individual children to SIMS.net

1. Double click on **SIMS.net** icon on the desktop.
2. Enter your username and password – click OK to confirm.
3. Click on '**Focus**' (located top left on the toolbar) this reveals a drop down box – move mouse pointer onto pupil which reveals drop down box to the right – click on '**Behaviour Management**'.
4. Type child's surname in the box and press enter then double click on the name of the selected child.
5. Click on '**Behaviour**', which reveals a box containing previously recorded incidents.
6. To record a new incident click on '**new**' – to review a previous incident highlight (by clicking on the incident) and click on '**open**'.
7. With the adding behaviour window now open select **behaviour type** by clicking on the drop down list. Select from the most appropriate behaviour type
8. Add the date by clicking on the **box** to the right of the date and double clicking on the date on the calendar.

9. Add location and time of incident if appropriate.
10. Write brief factual account of the incident.
11. Record the outcome / status in drop down box.
12. Staff involved to be recorded by clicking on '**new**', typing the surname into the box and pressing '**enter**'.
13. Double click to confirm then OK to confirm.
14. Click on '**save**' to confirm. If you try to close without saving you will be prompted.

Please enter details of incidents of unacceptable behaviour as soon as possible after the event. Please be aware that these details will be seen by colleagues and potentially used by senior staff when discussing concerns with parents.